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ABSTRACT

Polling and comparing the perceptions of principals, office staff, and teachers, the author focuses on the design of his study, which was intended to evaluate behaviors and competencies considered vital to school principals and to cite areas for professional development. Such professional development needs, sought by the large midwestern school district surveyed, were determined by noting the mean responses of the groups of participants, who rated behaviors and competencies of principals for their present levels in the district and their importance as administrative skills. In the survey instrument, 12 behaviors (taken from National Association of Secondary School Principals (NASSP) assessment instruments) and 12 areas of competency encompassing 72 skills (selected by central office staff members at participating schools) were used. The discrepancies in perceptions among the three groups interviewed indicated the need for inservice training for principals in several areas of behavior and competence. (JW)

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PROFESSIONAL DEVELOPMENT NEEDS OF SCHOOL PRINCIPALS

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1 INTRODUCTION

Rosemount School District is a rapidly growing school district on the outskirts of Minneapolis, Minnesota. Unlike most other school districts in the U.S.A., it is increasing at the rate of 1,000 students annually.

The District contains 10 elementary schools, 3 middle schools and 2 senior high schools. In 1970, student enrolment was 5,878 in grades K-12, in 1978 it was 11,482. The District is very interested in the professional development of principals in its schools.

The writer was invited to conduct a needs assessment and plan the inservice programmes for principals in the School District - this was undertaken as part of doctoral studies at the University of Nebraska in 1979 and 1980.[1]

The inservice programme based on the needs assessment was conducted in 1981 and 1982.[2] This paper will be a report of the strategy used to conduct the needs assessment and the professional development needs of principals identified.

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1 - A.D. Geering "A Study of Behaviours, Competences and Inservice Education Needs of Principals as Perceived by Principals, Central Office Staff". Doctoral Dissertation University of Nebraska, 1980

2 - A.D.Geering, "An In-Service Plan for School Principals in a School District in Minnesota, U.S.A., September 1981. Resources in Education ERIC, ED201 033

2 CONTEXT OF THE STUDY

This section of the paper describes the background for the study, the relationship of the school district to other professional organizations and the planning process.

2.1 Background for the study

Independent School District 196 is one of the largest school districts in the State of Minnesota. It covers 110 square miles and crosses the boundaries of seven municipalities and two townships.

The district, comprising 18 percent of the total area of Dakota County, encompasses the entire cities of Apple Valley and Rosemount, and extends into portions of Egan, Burnsville, Lakeville, Coates, Vermillion, Empire and Inver Grove Heights.

Dakota County is one of the seven counties that ring the cities of Minneapolis and St. Paul. During 1970-1977, 35 percent of the total growth in Dakota County was in Independent School District 196.[3] In 1970, there were 5,878 students in grades K-12; in 1978 there were 11,486.[4] The District is currently averaging an 8 percent growth in student population each year. At the present time there are ten elementary schools, three middle schools, and two senior high schools in the District.

In summary, Independent School District 196 is a rapidly growing district which is increasint at a rate of one thousand new students a year. A vigorous building program at all levels will need to be continued into the late 1980's with an increased number of faculty and an increased budget.

2.2 Relationship to other professional organizations

There are a number of professional organizations which exist to aid the professional development of school principals.

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3 - Independent School District no. 196, School Survey, April 1978, p.1

4 - Ibid.

These include a number of national and state organizations such as: the University of Minnesota; various state and private colleges in Minnesota; the Minnesota Elementary School Principals Association; the Minnesota Secondary School Principal's Association; the National Association of Elementary School Principal's; and the National Association of Secondary School Principals. The institutions of higher education listed above offer formal courses leading to professional degrees in educational administration and are a valuable source of professional development for principals in Independent School District 196. The various organizations at both state and national level offer valuable opportunities for personal and professional development through such things as conventions, workshops and seminars. The principals are given support by the District to attend conventions and meetings as a valuable professional development activity. However, the District is committed to developing a thoughtful program of staff development that will equip principals to meet the challenge of the future.[5] As every school district has its own unique environment, clientele, staff, and resources, only an inservice program based upon the needs of the situation will help achieve the long-range goals that have been formulated. So, even though these other institutions and organizations have a valuable role in the professional development of principals in this School District, it would be no substitute for a carefully devised plan of in-service based on an extensive assessment of the needs of the people involved.

2.3 The planning process

In any specific school district, impetus for professional development for administrators comes from a number of sources including: The Board of Education; the Superintendent of Schools; and the Administrators themselves. In Independent School District 196, the impetus came initially from the Board of Education in May 1978, in an instruction to the superintendent, to see that a management development program

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[5] - Long-Range Planning Report, Independent School District 196, December, 1978

was started for all management staff that would enable them to become more effective in the performance of their responsibilities. In turn, the superintendent established this as a high priority for the district in 1978-1979 school year. This commitment was also reflected in various parts of the Long Range Planning Report published in December, 1978.

From August 1978 to May 1979 a number of meetings were held by the staff development task force to ascertain staff development needs and to plan training activities. Administrators also participated in some of these meetings to give input and direction to the staff development task force. As a result of the limited needs assessment conducted by the task force, a list of leadership skills needed by administrators and supervisors in Independent School District 196 was developed (see Appendix A for details).

In September 1979, Professor Al Seagren of the University of Nebraska, was invited by the district to conduct a workshop to train administrators in facilitating and leading groups. As a result of the success of this workshop, he was invited to present a proposal for developing a comprehensive management training program for principals. Six stages for the project were proposed:

1) The assessment of the need for management training as perceived by the principals.
2) Specification of the major outcomes on objectives to be achieved by mid management in Independent School District 196.
3) An assessment of current levels of performance and mid management.
4) Validation of performance assessment by external individuals.
5) Development of training programs to meet those needs that result from the initial assessment of differences between current level of performance and expected outcomes.
6) An evaluation of the total process.

The district accepted the proposal and the writer was invited to conduct the needs assessment and develop a comprehensive management development program.

3. PURPOSE OF THE STUDY

There were three purposes of the study:

(1) to identify the perceptions of central office staff, principals and teachers in Independent School District 196, Rosemount, Minnesota, about the importance and present level of behaviour and competence or principals in that district;

(2) to determine what differences in perceptions of behaviour and competencies occurred among respondent groups; and

(3) to identify areas of needed in-service education for principals in that school district.

The research questions were:

1) What importance did principals, central office staff and teachers assign to behaviors and competencies for the principalship?

2) What were the perceptions of principals, central office staff and teachers of the present level of behavior and competence of principals?

3) Was there a significant difference in perceptions of the importance of behaviors and competencies for the principalship between the three groups of respondents?

4) Was there a significant difference in perceptions of the present level of behavior and competence of principals between the three groups of respondents?

5) What behaviors and competencies of principals needed in-service education, as perceived by principals, central office staff and teachers?

There were a number of constraints which influenced the planning of professional development for principals in this district. First there was the constraint of finance - the resources that could be applied and the program activities that could be designed were limited to the budget available. Second, there was the problem of time. Principals, by virtue of their position, have limited time. Consequently, the activities had to be designed to fit into their schedules and be acceptable to them. Third, there was the problem of the role of the principal within Independent School District 196.

The present Superintendent was appointed in 1978 and tried to change the way existing principals saw their role. Most of the principals within the District were appointed at the crisis time - new buildings had to be planned and built; new schools had to be opened; and new staff had to be inducted. The previous Superintendent was hired to oversee this development and appointed principals who were appropriate for those conditions of growth and for his style of management. The present incumbent was committed to the notion of a decentralized style of administration.[6] He wanted each principal to be a team member yet also an educational leader who would effectively and efficiently manage educational resources in the school. So this role conflict was a potential constraint in the implementation of this program. Fourth, there was the problem of trying to change individuals' behaviour. The more popular educational changes have been patterned after 'linear' or sequential models and have emphasized structural changes in school. However, unless change is internalized, little has been changed in the process - and this was anticipated to be a very real problem when principals underwent the prescribed inservice program for this District. A fifth problems was related to the principals' attitude toward inservice training. Inservice education assumes a deficiency in the principal and presupposes a set of appropriate skills, ideas, and methods which need developing - and this may have been a cause of resistance in some principals. Lastly, unless adequate follow-up support is given in school settings, the extent of lasting changes may be limited.

4. RATIONALE FOR THE STUDY

The rationale for the study was based upon the school district's desire to help principals become as effective as they possibly can, because apart from the teaching staff in any school, the principalship is the most important factor which will influence the quality of education received by each child in that school. The position of principal in any school system is pivotal to the success of that system, and is a powerful role because of the responsibilities delegated to it.[7]

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6 - Since this research was completed, the deputy superintendent has been appointed superintendent as the previous incumbent accepted appointment as a professor at a university.

7 - This assertion is well supported in the literature: G.Bernbaum, "The Role of the Head," The Role of the Head, ed. R.S.Peters (London: Routledge and Kegan Paul, 1976), p.34; G.Baron, "The Role of the Head" Headship in the 1970's, ed. B.L.Allen (London: Blackwell, 1968), p.6 R.F.Campbell et al. Introduction to Educational Administration (5th Ed. Boston: Allyn and Bacon, 1977), p. 244

Trump contended that:

> Superintendents and other central office supervisors may have a beneficial impact on schools, but it is sporadic. The secondary school principal and assistant principal/s more than anyone else determine the nature and extent of a school's services. What superintendents and teachers accomplish, is restricted or enhanced by what principals do.[8]

At the building level, the principal allocates resources, regulates where innovations occur, monitors the teaching-learning process and determines how change is managed. In short, the principal functions as the key link between the goals and outcomes of education.[9] He is indeed, ". . . .the school official who can most easily be held accountable for the success or failure of the educational program."[10] This view was also supported by Mitchell when he stated:

> Many reformers have placed the blame for the deadening effects of the education bureaucracy on the teachers. But teachers do not run the schools. The principals are both the de facto and de jure managers of the entire enterprise. The system of public education is such a large operation that it is extremely difficult to fasten on a point of entry to attain improvement. But standing as he does at the schoolhouse door, the principal is easily identifiable as the key determiner of climate.[11]

With the passage of time, the principal's role has become increasingly complex as society has become more complex.[12] Schools are a microcosm of the society in which one lives and no one can deny that society is in a constant state of flux.[13] In addition to the traditional responsibilities for the supervision of instruction and the operation and administration of a suitable learning environment,

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8 - J.L.Trump, "Principal: Most Important Factor in Determining School Excellence," NASSP Bulletin, 56 (March, 1972), pp.3-4

9 - L.P.Bradford and D. Mial, "The Individual and the Group", National Elementary Principal, 41 (January, 1962), p.31

10 - Becker, op. Cit., p.2

11 - D.P. Mitchell, Leadership in Public Education Study: A Look at the Overlooked, (Washington: Academy for Educational Development, 1973), p. 13

12 - See R. Crossfield "The Changing World of the Principal", National Elementary Principal, 47 (April, 1968), p.13; and D.A. Erickson, "Changes in the Principalship: Cause for Jubilation or Despair", National Elementary Principal, 44 (April, 1965), p.18

13 - J. Culbertson & S' Hencley, Preparing Administrators' New Perspectives (Columbus, Ohio: University Council for Educational Administration, 1962).

today's principal must contend with, and in some cases, is expected to provide solutions to a multitude of problems which are the result of society's accelerating demands for change. This requires additional knowledge, improved skills, better values and increased problem-solving ability. While parents, politicians, ministers of religion and publishers are urged to find appropriate solutions, educational administrators are most often cited as the causative factors and the appropriate agents for the resolution of the problem.[14]

Apart from these societal trends and issues, there have also been many recent educational changes which have contributed to the complexity of the principals' role including open and community school concepts, special education and individualized instruction. There are many areas in which the principal is intended to have expertise. However, many principals lack the necessary skills. For example, a national study of elemntary principals revealed that:

> Regardless of these major handicaps, however, it may be that the elementary school principal avoids performing some of the duties he claims he should be handling. For example, principals say that they would like to have some more time for the supervision of teachers; many principals, however, admit that they do not have the necessary skills to develop adequate supervisory programs within their buildings. Others say they would like to have more time for program planning and evaluation, but they assert that they have neither knowledge nor skill to determine how to involve teachers or how to get teachers to accept the result.[15]

It is obvious that, if the principal is to maintain his professional status and to grow, he must be involved in on-going professional development activities. Drucker stated:

> . . .self development of the effective executive is central to the development of the organization.... As executives work toward becoming effective, they affect the performance level of the whole organization. They raise the sights of people - their own as well as others.[16]

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14 - K.Goldhammer et al., Issues and Problems in Contemporary Educational Administration (Eugene, Oregon: Center for the Advanced Study of Educational Administration, Univ. of Oregon, 1967).

15 - K.Goldhammer, G.Becker, R.Withycombe, F.Doyel, E.Miller, C.Morgan, L.Deloretto, & B.Aldridge, Elementary School Principals and their Schools: Beacons of Brilliance and Potholes of Pestilence (Eugene: the Center for the Advanced Study of Educational Administration, Univ. of Oregon, 1971), pp.6-7

16 - P.F.Drucker, The Effective Executive (New York: Harper & Row, Inc. 1967), p.170

If, as stated earlier, the principal is the single most important person in a school for developing or implementing its educational program, then the identification and development of the skills necessary for the role of the principal are essential. Cunningham stated:

> There is considerable ferment among those concerned with the education of school administrators. School administrators - principals, superintendents - need additional education.....for they have the responsibility of thinking about the means and ends of education for an entire school, or school system....[17]

Harris, Bessent and McIntyre mentioned that it was a serious mistake to fail to relate in-service programs to the genuine needs of the staff.[18] Laviolette claimed that:

> The only meaningful way in which one can determine the current needs of principals is to do a needs assessment, the first and foremost step in planning in-service programs for principals. It can provide feedback to principals, to superintendents of schools, to boards of education as to what the perceived needs of principals are and can lead to programs which will effectively meet the needs of principals. There is no standard method of doing a needs assessment. Needs assessment methods are still in a developmental stage. However, needs assessment is far better than other alternatives which involve little more than guessing and hit-or-miss efforts to meet needs perceived or invented by those not directly involved. [19]

So, in-service education for principals is most effective when principals themselves are involved in assessing and establishing their own priority of needs for the skills which need development.

Katz has stated that successful administration is dependent upon three primary skills areas - technical skill, human skill, and

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17 - L. Cunningham, "Simulation and the Preparation of Educational Administrators" (Paper presented at the International Conference on Educational Administration, University of Michigan, October, 1966), p.1

18 - B.M. Harris, W. Bessent & K.E. McIntyre, In-Service Education: A Guide to Better Practice (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969), p.4

19 - R.J. Laviolette, "The Perceived In-Service Needs of Massachusetts Elementary Principals and the Identification of Perceived Techniques to Best Meet these Perceived Needs" (unpublished Doctoral Dissertation, University of Massachusettes, 1976), p.18

conceptual skill. Technical skill refers to specialized knowledge in a given area. Human skill refers to the ability to work co-operatively with other individuals. Conceptual skill refers to the ability to see the complete organization and to see how one function of the organization depends on another.[20]

When concentrating upon what a principal can do (performance), one is concerned with "the kinds of skills which [principals] exhibit in carrying out their jobs effectively".[21]

The study of the skills or performance criteria that a principal should possess for a particular school system is an area that can benefit from further research and study.[22]

Many of the specific performance criteria that are necessary for a principal in a particular school district may be identified and verified by data collected from principals, supervisors and teaching staff in that district.[23]

An analysis of the data may also identify areas of in-service education needs for principals and be a valuable basis on which in-service activities can be planned in a school district.[24]

In Independent School District 196, there was a real need to develop an open climate of cooperation and a team approach. Principals were more competitive rather than being cooperative; there was a degree of anxiety about the role of the district office; some principals did not view their role as being primarily one of leadership but focused on maintaining the status quo; principals did not share problems because they thought others might think that

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20 - R.L. Katz, "Skills of an Effective Administrator," Harvard Business Review, 23 (January-February, 1955), pp. 33-42

21 - W.L. Pharis, Inservice Education of Elementary School Principals (Washington: Department of Elementary School Principals, 1966), p.17

22 - E. Grant, "Priority-Performance Congruency in Eight Areas of Key Instructional Responsibility of Senior High School Principals" (unpublished Doctoral Dissertation, University of Texas, Austin, 1978), pp. 187 - 190

23 - C.L. Devos, "A Study of Competencies Requried by Connecticut High School Principals as Perceived by the High School Principals and Those within the School who Influence his Role" (unpublished Doctoral Dissertation, University of Connecticut, 1975).

24 - G. Pol, "Evaluation of Principals: A Competency-based Methodology with Community Participation", CCBC Notebook, 4, #5 (1976), p.14

they were incompetent; some principals did not want to raise issues because they felt threatened by staff from the district office; and some principals did not perceive that they had problems within their schools.

The superintendent believed that the principals would still retain a degree of autonomy in operating their schools within the parameters set by the district yet at the same time develop a team environment so that they would willingly and openly discuss their problems and the desired outcomes. This closed climate was a major factor in determining the way that professional development needs of principals were assessed in the district, and this is discussed in the next section.

5 METHODOLOGY

A number of methods of determining inservice needs of principals could have been used in Independent School District 196 including: the structured interview, an assessment center, and survey by questionnaire. After careful consideration of the advantages and disadvantages of each approach, it was decided to use only the questionnaire approach for a number of reasons. First, the cost would be too great to design and implement an three-day assessment center with groups of principals. Second, too much time would be required to undertake such a venture. Third, the same sorts of information could be obtained using the questionnaire approach. Fourth, it would be time-consuming to train assessors. Fifth, a structured interview would have to be designed and validated before it could be used in the District - the time line for the study would not allow this approach to be used.

In identifying competence or skill, two general approaches may be used. The first would be to deductively decide which areas of competence are needed for the principalship as determined by experts from the best known educational practice extant. The second approach would be to design and test a method that promised to provide an empirical data base from which educational programs could be planned and this approach was used in the study.

To study behaviours and competencies of principals in this district necessitated the cooperation of each principal, central office staff members and representative teachers from each building.

Three kinds of information were needed: demographic data from each of the three respondent groups; the perceptions of the principal's present level of behaviour and competence by the three repondent groups; and the perceptions of the importance of behaviours and competencies for principals in the school district by the three respondent groups.

5.1 Development of the survey instrument

An instrument entitled "Principal's Competency Questionnaire" was developed for use in the study. A copy of the principal's questionnaire used in the survey is to be found in Appendix B. Similar questionnaires were designed for central office staff and teachers but with different introductory wording and different background information sheets.

Section A of the questionnaire consisted of questions related to demographic data while Section B contained the twelve behaviors used in the NASSP Assessment Center. Section C of the questionnaire included 72 competencies selected by a group of staff members from Independent School District 196.

In the questionnaire, respondents had to make two responses to each item in Sections B and C. The first rating was entitled 'present level of behavior' in Section B and 'present level of competence' in Section C, and required the respondents to indicate present performance of the principal in terms of each behavior dimension and competency. The second rating was entitled 'importance of behavior' in Section B and 'importance of competency' in Section C, and asked the respondents to indicate the importance attached to each behavior and competency for principals in the school district. The discrepancy between the present level and importance level of behaviors and competencies yielded information pertaining to in-service education needs of principals. The responses were in the form of a summative Likert Scale ranging from (1) very low to (5) very high.

In identifying behaviors and competencies, Paddock, McCleary and Miller listed a number of approaches including: working from an existing list, the Delphi technique, a town meeting and a group decision-making process.[25]

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25 - S.C. Paddock, L.E. McCleary & B.P. Miller, Competency-Based Community Education Administration, Vol. 3: The Manual, (Tempe, Arizona: Arizona State University, 1979), pp. 20-24

The Delphi technique and a town meeting were considered to be inappropriate for use in the study. The major concern arising from the use of an existing competency list was that situation-specific competencies would be overlooked.[26] With reference to this disadvantage, Paddock, McCleary and Miller stated:

> Even if you feel that a selected list of competency items is accurate and complete, you should allow others - the superintendent, the principal, program coordinator, teacher, participants, or other concerned people - to read and react to the list.[27]

The researchers also believed that all persons whose jobs were, or potentially could be, affected by the study, be invited and encouraged to participate; that methods should be used which maximized group participation; that methods should be developed to validate the items selected by utilizing a decision-making process with the same or with different individuals and that an item be considered 'valid' when the group determined that it was a needed competency for the district.[28]

For this study, an existing list of behaviors was utilized for Section B of the questionnaire. Section C was composed of competencies selected from several existing lists of competencies. In line with Paddock's, McCleary's and Miller's suggestions, the instrument was validated by a jury of principals and professors and a group of staff members from the school district. Full details of the development of the instrument and validation are listed below. The questionnaire passed through the following stages of development:

Stage 1: Literature review conducted to develop instrument.

Stage 2: Presentation of findings to School District.

Stage 3: The pro-forma questionnaire was discussed with faculty at the University for overall suitability, wording, relevance to the study. The letter, instructions, and background information sheet were prepared.

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26 - S.C. Paddock, L.E. McCleary & B.P. Miller, Competency-Based Community Education Administration, Vol. 3: The Manual (Tempe, Arizona: Arizona State University, 1979), p. 20

27 - Ibid.

28 - Ibid., pp. 22-23

Stage 4: The pro-forma questionnaire was given to graduate students involved in research and development and method and they were asked to comment with respect to clarity, sense, and general construction of the questionnaire.

Stage 5: The questionnaire was revised as a result of their comments.

Stage 6: The pro-forma questionnaire was forwarded to a panel of experts.

Stage 7: The questionnaire was again revised and checked for clarity and wording.

Stage 8: The revised questionnaire was sent to Independent School District 196 to a number of staff to get their critical reactions. They were asked to consider in particular the following three questions related to validity and change items as necessary.

1) Are the competencies identified in the questionnaire complete in terms of those which might be relevant to principals in Independent School District 196?
2) Will persons receiving the questionnaire be able and willing to respond to the questions which are posed?
3) Are the language and format appropriate?

Stage 9: Because of the feedback and suggestions received, an item bank was constructed. The item bank contained 13 areas of responsibility, one more one more than the original questionnaire, as a number of instruments examined included an additional category entitled "Personal and Professional Growth", not included in the initial form of questionnaire.

Stage 10: The item bank was personally presented to a group of principals in the School District and they were asked to answer the following questions:

1) Are the 13 areas of competence relevant to your role as a principal in this district?
2) Are there any areas of competence that should be deleted or any additional ones that should be added?
3) Are the items under each area of competence relevant to your role as a principal in this district?
(Answer Yes/No)

4) Please would you label the items which you have responded yes to as either being of high importance, medium importance, or low importance to your role as a principal in this district.

5) Please would you rank order the items that you have identified as being of high importance to your role as a principal in this district.

Stage 11: The results were checked and analysed with respect to all areas of competence and items and Section C of the questionnaire was finalized. Area 13 on professional growth was excluded as it was thought teachers would be unable to response to this area.

Stage 12: The final question of the questionnaire was sent to the school district for checking and approval.

Stage 13: The necessary approval was secured from the Department of Educational Administration and the University of Nebraska and the finalized questionnaire was printed to be used in the study.

5.2 Conduct of the survey

On April 4, 1980, an introductory letter, a letter of approval from the Superintendent, and a questionnaire were sent to each sample member included in the study - 300 teachers and 14 principals. In addition, seven copies of the questionnaire were sent to each of six central office staff who had agreed to participate in the study.

On April 18, 1980, a follow-up letter was sent out to non-respondents. On April 26, 1980, as the projected acceptable minimum number had not been reached, a second mailing of the questionnaire and an appropriate letter were sent out. On May 1, 1980, each school principal was personally contacted by telephone and asked to arrange for a note to be placed in non-respondents' mail boxes reminding them to return the questionnaire.

All of the principals and central office staff completed the questionnaire. The response rate for teachers was 59.3%.

5.3 Data processing

Programs, employing various computational facets of the Statistical Package for the Social Sciences, were used to process the data.[29]

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29 - N.H. Nie et al., SPSS Statistical Package for the Social Sciences

In addition, the program P2V, Repeated Measures of Analysis of Variance, was also used to process the data.[30] The methods used for data analysis are presented for each research question.

Research Question 1: What importance did principals, central office staff and teachers assign to behaviors and competencies for the principalship?

Data Analysis: The data collected in the study were reported by frequency of responses with means calculated for ratings of importance for the three respondent groups.[31]

Research Question 2: What were the perceptions of principals, central office staff and teachers of the present level of behavior and competence of principals?

Data Analysis: The data collected in the study were reported by frequency of responses with means calculated for the present level of behavior and competence for the three respondent groups.[32]

Research Question 3: Was there a significant difference in perceptions of the importance of behaviors and competencies between the three groups of respondents?

Data Analysis: One-way analysis of variance was used to determine whether group means differed significantly from each other. Following a significant F ratio in analysis of variance, the Scheffe test for multiple comparison of means was used as a post hoc test to determine the statistical significance between means of any two of the groups of respondents.[33] An alpha level of .05 was utilized for both tests. The relationships between rank orders of importance for the three groups was indicated by Spearman rank order correlation coefficients. An alpha level of .01 was utilized.

Research Question 4: Was there a significant difference in perceptions of the present level of behavior and competence between the three groups of respondents?

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30 - W.J. Dixon (ed). BMDP Biomedical Computer Programs P-Series 1977. (Los Angeles, California: Health Science Computing Facility, Univ. of California, 1977), pp. 540 - 580

31 - W.R. Borg & M.D. Gall, Education Research, An Introduction (3rd Ed.; New York: Longman, Inc., 1979), pp. 427 - 428

32 - Nie et al, op. cit. p.199

33 - Ibid.

Data Analysis: One-way analysis of variance was used to determine where group means differed significantly from each other. Following a significant F ratio in analysis of variance, the Scheffé test for multiple comparison of means was used as a post hoc test to determine the statistical significance between means of any two of the groups of respondents. An alpha level of .05 was utilized for both tests. The relationships between rank orders of present level of behavior and competence for the three groups were indicated by Spearman rank order correlation coefficients. An alpha level of .01 was utilized.

Research Question 5: What behaviors and competences of principals needed in-service education as perceived by principals, central office staff and teachers?

Data Analysis: Repeated measures of analysis of variance were utilized to determine whether group mean scores differed significantly from each other and whether the various interacted significantly with each other. The two dependent variables were the repeated measures for each group on the present level and importance categories and job level (teachers, principals and central office staff) was the independent variable. An alpha level of .05 was utilized. t-tests were used to determine which group mean discrepancy scores differed significantly from one another. An alpha level of .05 was utilized. The results of the above analysis were used to identify behaviors and competencies which should not be included in an in-service program for principals of the district. Mean discrepancy scores were also calculated for each behavior and competency and in-service education needs were determined by identifying behaviors and competencies which received high discrepancy scores from all three groups of respondents. For the purposes of this study, a high discrepancy score was conceived as being greater than or equal to .30 and a low discrepancy score was conceived as being less than .30.

6. PROFESSIONAL DEVELOPMENT NEEDS OF PRINCIPALS

A table summarizing the mean ratings of importance of bahaviors and competencies, for each of the three respondent groups (principals, central office staff and teachers) is to be found in Appendix C. Similarly, a table summarizing the mean ratings of the present level of behavior and competence, for each of the three respondent groups, is to be found in Appendix D. Professional development needs were determined by comparing the mean responses for the importance and present level of behavior and competence for each of the respondent group. "Discrepancy Scores" were calculated for each group of respondents by subtracting the mean rating of the present level of behavior and competence from the mean rating of importance. These scores are summarized for each respondent group in the table in Appendix E. The discrepancy score, together with the ranks' order, may be regarded as an indicator of the need for professional development: the higher the rank and score, the greater the apparent need for professional development for the behavior or competency concerned. In addition, repeated measures of analysis of variance were utilized to test for significant differences among the various discrepancy scores for each of the three groups of respondents. It is acknowledged, however, that differences may be statistically significant without being substantively important. However, differences may also indicate a need for dialogue between the three respondent groups to clarify conflicts in perception.

This part of the paper has been divided into three sections: behaviors of principals needing professional development; competencies of principals needing professional development; and some concluding comments.

6.1 Behaviors of principals needing professional development

The behaviors of principals were examined in four groups as follows: behaviors where the discrepancy scores and rankings were low for each of the three respondent group; behaviors where the discrepancy score and rankings were high for each of the three respondent groups; behaviors where significant differences were discovered; and behaviors where non-significant differences occurred. Each of these will be discussed in turn.

1) Behaviors with low discrepancy scores and rankings

Behavior 7, Range of Interests received a low ranking and discrepancy score by all three groups.

RECOMMENDATION - That Behavior 7 NOT be included in a professional development program for principals.

2) Behaviors with high discrepancy scores and rankings

These behaviors include: Behavior 2, Judgement; Behavior 10; Stress Tolerance ; and Behavior 11; Oral Communication Skills.

RECOMMENDATION - That the Behaviors: 2, 5, 10 and 11 be included in a professional development program for principals.

3) Behaviors where significant differences occurred

Statistically significant difference occurred for Behaviors 6 and 8. An examination of the discrepancy scores and ranks of these two behaviors shows that: discrepancy scores and ranks were high for Behavior 6, Sensitivity; and there were large differences between the groups for discrepancy scores and ranks of Behavior 8, Personal Motivation.

RECOMMENDATION - That Behavior 6, Sensitivity, be included in a professional development program for principals.

RECOMMENDATION - That the apparent conflict in perception of respondent groups for Behavior 8, Personal Motivation be examined and clarified.

4) Behaviors where non-significant differences occurred

Non significant differences in discrepancy scores and ranks occurred for Behaviors 1, 3, 4, 9, and 12. These apparent differences in perception between the three groups indicate that there is a need for each group of respondents to determine what factors affected the way they rated these behaviors and why these differences exist.

RECOMMENDATION - That the apparent conflict in perception for Behavior 1, Problem Analysis, Behavior 3, Organizational Ability, Behavior 4, Decisiveness, Behavior 9, Educational Values and Behavior 12, Written Communication Skill be examined and strategies devised to develop understanding and change. In the next section competencies of principals are examined.

6.2 Competencies of principals needing professional development

Discrepancy scores and ranks were calculated for the twelve competency areas and these are summarized in the table in Appendix F. These discrepancy scores and ranks for competency areas were examined to determine professional development needs of principals. In addition the individual competencies of principals were examined in four groups as follows: competencies where the discrepancy scores and rankings were low for each of the three respondent groups; competencies where discrepancy scores and rankings were high for each of the three groups; competencies where significant differences were discovered ; and competencies where non significant differences occurred. Each of these will now be discussed in turn.

6.2.1 Competency Areas

1) Competency Areas with low discrepancy scores and rankings

Competency Area 2, Financial Management, Competency Area 7, School Plant, and Competency Area 8, Auxiliary Services, all received relatively low discrepancy scores and rankings.

RECOMMENDATION - That: Competency Area 2, Financial Management, Competency Area 7, School Plant, and Competency Area 8, Auxiliary Services NOT be included in a professional development program for principals; and reasons for the large negative score of central office staff be clarified.

2) Competency Areas with high discrepancy scores and rankings

Competency Area 3, School-Community Relations, Competency Area 4, Student Counselling and Guidance, and Competency Area 12, Research and Development Techniques, all received relatively high discrepancy scores and rankings.

RECOMMENDATION - That: School-Community Relations, Student Counselling and Guidance and Research and Development Techniques be included in a professional development program for principals; and that professional development in Competency Area 12, Research and Development Techniques be considered a lower priority as it was considered by all groups to be only of moderate importance

3) Competency Areas where large differences occurred

There were large differences in discrepancy scores and rankings between respondent groups for the following competency areas: Working Relations with District Office; Student Activities; Student Control; Personnel Administration; Personnel Improvement and Curricula and Instruction.

RECOMMENDATION - That the differences in perception between respondent groups for Competency Areas 1, 5, 6, 9, 10, and 11 be examined and clarified.

6.2.2 Individual Competencies

1) Competencies with low discrepancy scores and ranks

These included the following competencies, 3, 11, 12, 22, 29, 31, 32, 37, 38, 39, 41, 43, 50, 51.

RECOMMENDATION - That competencies 3, 11, 12, 22, 29, 31, 32, 37, 38, 41, 43, 50 and 51 NOT be included in a professional development program for principals.

2) Competencies with high discrepancy scores and ranks

These included competencies 4, 5, 13, 14, 15, 18, 24, 68 and 69. The table in Appendix C shows that competencies 4, 13, 18, 68 and 69 were considered to be only of moderate importance by at least one respondent group.

RECOMMENDATION - It is recommended that competencies 4, 5, 13, 14, 15, 18, 24, 68 and 68 be included in a professional development for principals but that competencies 4, 13, 18, 68 and 69 be considered of lower priority.

3) Competencies where significant differences occured

Analysis of variance procedures were used to test for significant differences between mean discrepancy scores. Differences were significant at the 0.05 level for twenty three competencies as follows: 2, 6, 8, 19, 20, 26, 34, 36, 42, 44, 45, 53, 54, 55, 56, 58, 59, 60, 61, 63, 64, 65 and 71. Most of these competencies appear to be related to staff participation in school activities, human relations within the school, and the principal's role as a facilitator. Further statistical analysis (the t-test) showed that significant differences in perception existed relative to the present level of competence and importance for all three respondent groups for competencies 6, 54, 56 and 58. These may also be competencies for which professional development is needed.

RECOMMENDATION - That the participation of teachers in the running of schools within the district be examined and that competencies 6, 54, 56, and 58 be included in a professional development program.

4) Competencies where non-significant differences occurred

There were 25 competencies in this group - competencies 1, 7, 9, 10, 16, 17, 21, 23, 25, 27, 28, 30, 33, 35, 46, 47, 49, 52, 57, 62, 66, 67, 70 and 72.

RECOMMENDATION - That the differences in perception among the respondent groups be examined and clarified for comptencies 1, 7, 9, 10, 16, 16, 21, 23, 25, 27, 28, 30, 33, 35, 46, 47, 48-49, 52, 54, 57, 62, 66, 67, 70 and 72.

A summary of the recommendations follows:

It is recommended that:

1. Behavior 7 NOT be included in a professional development program for principals.
2. Behaviors 2, 5, 10, 11 be included in a professional development program for principals.
3. Behavior 6 be included in a professional development program for principals.
4. The apparent conflict in perception of respondent groups for Behavior 8 be examined and clarified.
5. The apparent conflict in perception for Behavior 1, 3, 4, 9, 12 be examined and strategies devised to develop understanding and change.
6. Competency Area 2, 7, 8 NOT be included in a professional development program for principals; and reasons for the large negative score of central office staff be clarified.
7. Competency Areas 3, 4, 12 be included in a professional development program for principals; and that Competency Area 12 be considered a lower priority as it was considered by all groups to be only of moderate importance
8. The differences in perception between respondent groups for Competency Areas 1, 5, 6, 9, 10 and 11 be examined and clarified.
9. Competencies 3, 11, 12, 22, 29, 31, 32, 38, 39. 41, 43, 50 and 51 NOT be included in a professional development program for principals.

10. Competencies 4, 5, 13, 14, 15, 18, 24, 68, and 69 be included in a professional development for principals but that competencies 4, 13, 18, 68 and 69 be considered of lower priority.
11. Participation of teachers in the running of schools within the district be examined; and that competencies 6, 54, 56, and 58 be included in a professional development program.
12. Differences in perception among the respondent groups be examined and clarified for competencies 1, 7, 9, 10, 16, 17, 21, 23, 25, 27, 28, 30, 33, 35, 46, 47, 48, 49, 52, 54, 57, 62, 66, 67, 70 and 72.

In conclusion:

1. Five behaviors were identified as needing professional development while there was a conflict of perception for six behaviors.

   The behaviors needing professional development were:

   Behavior 2, Judgement;
   Behavior 5, Leadership;
   Behavior 6, Sensitivity;
   Behavior 10, Stress Tolerance
   and Behavior 11, Oral Communication Skills.

   Conflict of perception occurred for the following behaviors:

   Behavior 1, Problem Analysis;
   Behavior 3, Organizational Ability;
   Behavior 4, Decisiveness;
   Behavior 8, Personal Motivation
   Behavior 9, Educational Values;
   Behavior 12, Written Communication Skill
2. Thirteen competencies and three competency areas were identified as needing professional development, while there was a conflict of perception for forty-eight competencies and six competency areas.

   The 3 competency areas were:

   1. School, Community, Relations;
   2. Student Counseling and Guidance; and
   3. Research and Development (lower priority)

The 13 competencies were:

Competency 4 - Interprets district policies to the instructional and classified staff

Competency 5 - Consults with district staff about educational and organizational problems

Competency 6 - Reports matters concerning school development to the district office

Competency 13 - Demonstrates openness in dealing with community groups

Competency 14 - Organizes and maintains effective two-way communication with the community

Competency 15 - Reports school achievements and school problems to the community

Competency 18 - Plans with staff and establishes public relations programs with the community

Competency 24 - Identifies alternative educational plans for students consistently failing in the regular school program

Competency 54 - Uses various methods to evaluate staff performance

Competency 56 - Encourages professional growth of staff members to meet new and changing needs of the job

Competency 58 - Works with teachers in designing classroom environments conductive to learning

Competency 68 - Utilizes research evidence in planning the school program

Competency 69 - Is skilled in research procedures and techniques

It is therefore apparent that the District not only needs to undertake professional development for principals but also devise strategies for resolving the differences in perceptions that exist among the respondent groups.

The paper has described a process of determining progessional development needs of principals, as a basis for designing inservice programs. One of the most important features of this approach has been to directly involve the principals concerned in the process of determining needs. This in itself was an important professional development activity and and was a necessary prerequisite step in developing a team climate prior to professional development activities being undertaken.

APPENDIX "A"

LIST OF LEADERSHIP SKILLS NEEDED BY ADMINISTRATORS
AND
SUPERVISORS IN INDEPENDENT SCHOOL DISTRICT 196

I. Communication - Two-Way
   A. Listening
   B. Responding
   C. Building attitudes in a non-collaborative, non-defensive mode

II. Interpersonal Relations
   A. Establishing positive relationships with:
      1. student
      2. teachers
      3. support staff
      4. parents
      5. community
   B. Developing and maintaining morale among staff members

III. Public Relations
   A. Information getting and giving to and from internal publics
   B. Information getting and giving to and from external publics

IV. Time Management
   A. Directing energies - concentrate on positives, eliminate negatives
   B. Serving as model to anothers - eliminate "hurried, harried, never done, I'm always behind" stance

V. Resource Management
   A. Using one's own skills and energies in effective and efficient manner.
   B. Coordinating and directing work of others so assets of other person are utilized most effectively and efficiently for the organization and themselves.

VI. Conflict Management
   A. Coping with conflict
   B. Resolving conflict

VII. Facilitation
   A. Facilitating and leading a group, large or small
   B. Interacting in a group, large or small

VIII. Decision Making
- A. Recognizing problems
- B. Solving problems

IX. Record Keeping
- A. Gathering objective data
- B. Documenting of actions
- C. Using of data to help others

X. Purpose, Aim, Mission
- A. Determining "What is Education?"
- B. Recognizing purpose and aid of educational program in Independent School District 196
- C. Developing a mission statement for self, school, area of responsibility, organization

XI. Management Process
- A. Assessing needs
- B. Setting goals
- C. Prioritizing goals
- D. Strategizing to attain goals
- E. Implementing strategies
- F. Evaluating - input, context, process, product

XII. Instructional Program
- A. Focusing on teaching/learning act
- B. Determining "What is teaching?"
- C. Determining "What is learning?"
- D. Recognizing structure in learning
- E. Recognizing substance in learning

XIII. Program Review
- A. Determining "What is education?"
- B. Reviewing total educational program
- C. Evaluation of all facets of the program

XIV. Personal Assessment
- A. Recognizing and using one's assets for self and others
- B. Knowing and valuing own uniqueness; valuing uniqueness of others

C. Recognizing need for skills

D. Planning to program to further develop personal and professional skills

E. Determining ways to enhance own self-concept

F. Building and using support system of family, friends and other persons

5/14/79
RER: 32/A 1-3

APPENDIX "B"

PRINCIPAL'S QUESTIONNAIRE

INSTRUCTIONS

1. You are invited to respond to the following items pertinent to your attitudes and perceptions about your competencies and behavior as a principal.

2. Your responses will be kept confidential. The information will be processed and analyzed by the developer of the instrument. No identification of individuals will be made so please be honest and candid in your responses.

3. Please respond to EVERY item by giving two ratings.

4. PURSUANT TO FEDERAL GUIDELINES, THE FOLLOWING MATERIAL IS PROVIDED FOR THE INFORMED CONSENT AND PROTECTION OF HUMAN SUBJECTS.

   Your filling out of this questionnaire must be, according to the policies of this College, on a purely voluntary basis. Your completing this questionnaire will indicate that you have consented to participate in this study. Failure to particiapte in this study will not be held against you in any way.

   The following measures have been taken to protect the confidentiality of responses provided in this questionnaire:

   4.1 Questionnaires will be either collected personally or mailed directly to Adrian Geering in the stamped, addressed envelope provided.

   4.2 Data from the questionnaires will be fed into a computer and the questionnaires destroyed.

   4.3 Information from your completed questionnaire will be pooled and reported statistically. The identity of individuals within the district will not be revealed.

Would you please complete the background information in Section A before beginning the instrument.

Please note that there are three sections to be completed - A, B, and C, and that items are to be found on both sides of the paper.

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2

SECTION A

BACKGROUND INFORMATION

Name of school _____

Number of staff employeed (full time equivalent) _____

Number of students enrolled in your school on 3-30-1980 _____

Grade levels in school _____

Age of school (years) _____

Office use only

0	1						2
1	2	3	4	5	6	7	8

Please circle the number of the response most appropriate to your situation for each of the following:

1. Years as an educator (include the preseet year as a full year).

   1. 0-2 2. 3-5 3. 6-10 4. 11-20 5. over 20

   9

2. Years as a principal.

   1. 0-2 2. 3-5 3. 6-10 4. 11-20 5. over 20

   10

3. Years as a principal in this school district.

   1. 0-2 2. 3-5 3. 6-10 4. 11-20 5. over 20

   11

4. Years as a principal in this school.

   1. 0-2 2. 3-5 3. 6-10 4. 11-20 5. over 20

   12

5. Highest level of education obtained.

   1. Master's degree
   2. Sixth year certificate
   3. Specialist degree
   4. Doctorate

   13

6. Are you currently pursuing a professional degree program?

   1. yes 2. no

   14

7. Sex.

   1. Male 2. Female

   15

8. Age category (in years).

   1. 21-30 2. 31-40 3. 41-50 4. 51-65

   16

BEHAVIOR OF PRINCIPALS -33-

Directions

Below are listed a number of behaviors which have been identified and validated by the National Association of Secondary School Principals as being important to the job of the principal. These have been expressed as dimensions of behavior.

Please give two ratings for each dimension. The first rating, entitled PRESENT LEVEL OF BEHAVIOR, asks you to rate your performance as principal as you perceive your performance to be in terms of each dimension of behavior.

The second rating, entitled IMPORTANCE OF THIS BEHAVIOR, asks you to rate the importance of each of these dimensions as you perceive them to be for a principal in this district. You should differentiate among items; that is, your ratings may vary from 1 (very low) to 5 (very high). Please CIRCLE the number which corresponds to your assessment.

Please CIRCLE your response.

BEHAVIOR	PRESENT LEVEL OF BEHAVIOR (Very Low / Low / Moderate / High / Very High)	IMPORTANCE OF BEHAVIOR (Very Low / Low / Moderate / High / Very High)	OFFICE USE ONLY
1. Problem Analysis. Ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation; searching for information with a purpose.	1 2 3 4 5	1 2 3 4 5	17-18
2. Judgment. Skill in identifying educational needs and setting priorities; ability to reach logical conclusions and make high-quality decisions based on available information; ability to critically evaluate written communications.	1 2 3 4 5	1 2 3 4 5	19-20
3. Organizational Ability. Ability to plan, schedule, and control the work of others; skill in using resources in an optimal fasion; ability to deal with a volume of paper work and heavy demands on one's time.	1 2 3 4 5	1 2 3 4 5	21-22
4. Decisiveness. Ability to recognize when a decision is required and to act quickly. (Without an assessment of the quality of the decision.)	1 2 3 4 5	1 2 3 4 5	23-24
5. Leadership. Ability to recognize when a group requires direction, to get others involved in solving problems, to effectively interact with a group, to guide them to the accomplishment of a task.	1 2 3 4 5	1 2 3 4 5	25-26
6. Sensitivity. Ability to perceive the needs, concerns, and personal problems of others; tact in dealing with persons from differend backgrounds; skill in resolving conflicts, ability to deal effectively with people concerning emotional issues; knowing what information to communicate and to whom.	1 2 3 4 5	1 2 3 4 5	27-28
7. Range of Interests. Competence to discuss a variety of subjects (educational, political, economic, etc.); desire to actively participate in events.	1 2 3 4 5	1 2 3 4 5	29-30
8. Personal Motivation. Showing that work is important to personal satisfaction; a need to achieve in all activities attempted; ability to be self-policing.	1 2 3 4 5	1 2 3 4 5	31-32
9. Educational Values. Possession of well-reasoned educational philosophy; receptiveness to change and new ideas.	1 2 3 4 5	1 2 3 4 5	33-34
10. Stress Tolerance. Ability to perform under pressure and opposition; ability to think on one's feet.	1 2 3 4 5	1 2 3 4 5	35-36
11. Oral Communication Skill. Ability to make a clear oral presentation of ideas and facts.	1 2 3 4 5	1 2 3 4 5	37-38
12. Written Communication Skill. Ability to express ideas clearly in writing; to write appropriately for different audiences--students, teachers, parents, other administrators.	1 2 3 4 5	1 2 3 4 5	39-40

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SECTION C

COMPETENCIES OF PRINCIPALS

Directions

The list of competency statements below, for the position of Principal was developed and validated by a group of administrators in your district.*

Please give two ratings for each statement. The first rating, entitled PRESENT LEVEL OF COMPETENCE, asks you to rate your performance as you perceive your performance to be in terms of each competency. A rating of 5 means that you feel that you are performing at the highest level of effectiveness, a rating of 1 means that you feel that you are performing at the lowest level of effectiveness.

The second rating, entitled IMPORTANCE OF THIS COMPETENCY, asks you to rate the importance of each of these competency statements, as you perceive them to be, for a principal in this school district. You should differentiate among items; that is, some items may be ranked "1", some "2", some "3", some "4", and some "5".

A scale from 1 (very low) to 5 (very high) is provided for each rating. Please CIRCLE the number which corresponds to your assessment.

*It is assumed that the principal may work with others on staff to discharge these responsibilities.

Please CIRCLE your response	PRESENT LEVEL OF COMPETENCE					IMPORTANCE OF THIS COMPETENCY					OFFICE USE ONLY
	Very Low	Low	Moderate	High	Very High	Very Low	Low	Moderate	High	Very High	
COMPETENCY AREA 1: WORKING RELATIONS WITH THE DISTRICT OFFICE											
1. Works with district office in planning district-wide goals and objectives.	1	2	3	4	5	1	2	3	4	5	19-20
2. Identifies building goals and objectives which are consistent with district goals and objectives.	1	2	3	4	5	1	2	3	4	5	21-22
3. Organizes school staff in order to implement district goals and objectives.	1	2	3	4	5	1	2	3	4	5	23-24
4. Interprets district policies to the instructional and classified staff.	1	2	3	4	5	1	2	3	4	5	25-26
5. Consults with district staff about educational and organizational problems.	1	2	3	4	5	1	2	3	4	5	27-28
6. Reports matters concerning school development to the district office.	1	2	3	4	5	1	2	3	4	5	29-30
COMPETENCY AREA 2: FINANCIAL MANAGEMENT											
7. Provides objective rationale for establishing school budget.	1	2	3	4	5	1	2	3	4	5	31-32
8. Involves staff members in arranging budget requests in priority order according to the school's goals and objectives.	1	2	3	4	5	1	2	3	4	5	33-34
9. Administers the school budget in accordance with district policies and legal requirements.	1	2	3	4	5	1	2	3	4	5	35-36
10. Allocates money for the educational programs of the school.	1	2	3	4	5	1	2	3	4	5	37-38
11. Supervises the purchase of instructional materials utilizing budget quidelines.	1	2	3	4	5	1	2	3	4	5	39-40
12 Monitors expenditure of funds in various accounts.	1	2	3	4	5	1	2	3	4	5	41-42

COMPETENCY AREA 3: SCHOOL - COMMUNITY RELATIONS	PRESENT LEVEL OF COMPETENCE Very Low Low Moderate High Very High	IMPORTANCE OF THIS COMPETENCY Very Low Low Moderate High Very High	OFFICE USE ONLY
13. Demonstrates openness in dealing with community groups.	1 2 3 4 5	1 2 3 4 5	43-44
14. Organizes and maintains effective two-way communication with the community.	1 2 3 4 5	1 2 3 4 5	45-46
15. Reports school achievements and school problems to the community.	1 2 3 4 5	1 2 3 4 5	47-48
16. Seeks to know parents and to interpret the school's program to them.	1 2 3 4 5	1 2 3 4 5	49-50
17. Develops procedures to resolve school-community conflicts.	1 2 3 4 5	1 2 3 4 5	51-52
18. Plans with staff and establishes public relations programs with the community.	1 2 3 4 5	1 2 3 4 5	53-54

COMPETENCY AREA 4: STUDENT COUNSELING AND GUIDANCE			
19. Is an advocate of the students and communicates with them regarding aspects of their school life.	1 2 3 4 5	1 2 3 4 5	55-56
20. Facilitates the guidance and counselling of students.	1 2 3 4 5	1 2 3 4 5	57-58
21. Ensures that an adequate testing program for diagnostic and educational purposes is maintained.	1 2 3 4 5	1 2 3 4 5	59-60
22. Plans staff-parent conferences for feedback on the professional evaluation of students.	1 2 3 4 5	1 2 3 4 5	61-62
23. Involves staff in identifying and rewarding worthwhile accomplishments of students.	1 2 3 4 5	1 2 3 4 5	63-64
24. Identifies alternative educational plans for students consistently failing in the regular school program.	1 2 3 4 5	1 2 3 4 5	65-66

COMPETENCY AREA 5: STUDENT ACTIVITIES			
25. Reviews student activities and their relationship to school and district objectives.	1 2 3 4 5	1 2 3 4 5	67-68
26. Ensures that co-curricular school activities are scheduled efficiently.	1 2 3 4 5	1 2 3 4 5	69-70
27. Determines and maintains standards for participation in student activities.	1 2 3 4 5	1 2 3 4 5	71-72
28. Encourages staff participation in student activities.	1 2 3 4 5	1 2 3 4 5	73-74
29. Supports the school activities program by active participation and attendance.	1 2 3 4 5	1 2 3 4 5	75-76
30. Ensures that the school activities program is evaluated regularly.	1 2 3 4 5	1 2 3 4 5	77-78

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	PRESENT LEVEL OF COMPETENCE					IMPORTANCE OF THIS COMPETENCY					OFFICE USE ONLY
COMPETENCY AREA 6: STUDENT CONTROL	Very Low	Low	Moderate	High	Very High	Very Low	Low	Moderate	High	Very High	
31. Identifies and communicates legal rights and responsibilities to parents and students.	1	2	3	4	5	1	2	3	4	5	79-80
32. Informs parents and students about legal changes in the school operation.	1	2	3	4	5	1	2	3	4	5	8-9
33. Develops with staff procedures to account for student attendance.	1	2	3	4	5	1	2	3	4	5	10-11
34. Develops with staff procedures to maintain effective discipline in the school.	1	2	3	4	5	1	2	3	4	5	12-13
35. Assigns students to appropriate spaces and time units for instruction.	1	2	3	4	5	1	2	3	4	5	14-15
36. Takes effective action on discipline matters requiring his/her intervention.	1	2	3	4	5	1	2	3	4	5	16-17
COMPETENCY AREA 7: SCHOOL PLANT											
37. Plans the school's educational program in accordance with the available facilities and equipment.	1	2	3	4	5	1	2	3	4	5	18-19
38. Regularly inspects school plant and grounds personally.	1	2	3	4	5	1	2	3	4	5	20-21
39. Regularly checks the quality of plant maintenance and work performance of maintenance staff.	1	2	3	4	5	1	2	3	4	5	22-23
40. Establishes procedures and techniques for adequate plant security.	1	2	3	4	5	1	2	3	4	5	24-25
41. Evaluates the changing needs for facilities and equipment to accomplish school goals and objectives.	1	2	3	4	5	1	2	3	4	5	26-27
42. Makes recommendations to the district office for the improvement of school plant facilities.	1	2	3	4	5	1	2	3	4	5	28-29
COMPETENCY AREA 8: AUXILIARY SERVICES											
43. Organizes and coordiantes noninstructional services to ensure the accomplishment of instructional goals.	1	2	3	4	5	1	2	3	4	5	30-31
44. Defines, with appropriate staff, the objectives and standards for an effective library/media center.	1	2	3	4	5	1	2	3	4	5	32-33
45. Develops guidelines with the teaching and nursing staff for the health and treatment of injuries and illness of students.	1	2	3	4	5	1	2	3	4	5	34-35
46. Coordinates transportation services making possible regular attendance for students.	1	2	3	4	5	1	2	3	4	5	36-37
47. Coordinates food services to facilitate students and class schedules.	1	2	3	4	5	1	2	3	4	5	38-39
48. Cares for the safety of students by attempting to eliminate potential hazards at school.	1	2	3	4	5	1	2	3	4	5	40-41

COMPETENCY AREA 9: PERSONNEL ADMINISTRATION	PRESENT LEVEL OF COMPETENCE (Very Low / Low / Moderate / High / Very High)	IMPORTANCE OF THIS COMPETENCY (Very Low / Low / Moderate / High / Very High)	OFFICE USE ONLY
49. Determines job descriptions for each position in the school.	1 2 3 4 5	1 2 3 4 5	42-43
50. Follows established district and school procedures for the selection of new staff members.	1 2 3 4 5	1 2 3 4 5	44-45
51. Uses district criteria to make recommendations about tenure or dismissal of staff members.	1 2 3 4 5	1 2 3 4 5	46-47
52. Assigns or reassigns staff to achieve both school goals and goals of individual staff members.	1 2 3 4 5	1 2 3 4 5	48-49
53. Involves staff in decision-making concerning school policies.	1 2 3 4 5	1 2 3 4 5	50-51
54. Uses various methods to evaluate staff performance.	1 2 3 4 5	1 2 3 4 5	52-53

COMPETENCY AREA 10: PERSONNEL IMPROVEMENT. personal and professional development			
55. Identifies with staff goals and activities for personal and professional development.	1 2 3 4 5	1 2 3 4 5	54-55
56. Encourages professional growth of staff members to meet new and changing needs of the job.	1 2 3 4 5	1 2 3 4 5	56-57
57. Gathers information about teaching practices by using differing methods of assessment.	1 2 3 4 5	1 2 3 4 5	58-59
58. Works with teachers in designing classroom environments conducive to learning.	1 2 3 4 5	1 2 3 4 5	60-61
59. Demonstrates concern and openness in the consideration of teachers' problems.	1 2 3 4 5	1 2 3 4 5	62-63
60. Develops and maintains the concept of human worth for teachers.	1 2 3 4 5	1 2 3 4 5	64-65

COMPETENCY AREA 11: MANAGEMENT OF CURRICULA AND INSTRUCTION			
61. Involves staff in planning the instructional and curricular programs.	1 2 3 4 5	1 2 3 4 5	66-67
62. Ensures that a class schedule is constructed which maximizes the efficient use of staff and facilities.	1 2 3 4 5	1 2 3 4 5	68-69
63. Works with staff in evaluating the instructional climate in the classrooms.	1 2 3 4 5	1 2 3 4 5	70-71
64. Provides for staff involvement in designing new curricula.	1 2 3 4 5	1 2 3 4 5	72-73
65. Involves staff in determining needs for human and other resources to accomplish curricular objectives.	1 2 3 4 5	1 2 3 4 5	74-75
66. Involves staff in determining the standards and procedures for evaluating progress toward curricular and instructional objectives.	1 2 3 4 5	1 2 3 4 5	76-77

PLEASE SEE OVER

COMPETENCY AREA 12: RESEARCH AND DEVELOPMENT TECHNIQUES--INVESTIGATION AND TESTING OF NEW TECHNIQUES, INNOVATIONS AND CHANGE	PRESENT LEVEL OF COMPETENCE					IMPORTANCE OF THIS COMPETENCY					OFFICE USE ONLY
	Very Low	Low	Moderate	High	Very High	Very Low	Low	Moderate	High	Very High	
67. Develops long-range educational plans by involving appropriate groups.	1	2	3	4	5	1	2	3	4	5	78-79
68. Utilizes research evidence in planning the school program.	1	2	3	4	5	1	2	3	4	5	80-8
69. Is skilled in research procedures and techniques.	1	2	3	4	5	1	2	3	4	5	9-10
70. Identifies and encourages experimental and creative approaches by staff.	1	2	3	4	5	1	2	3	4	5	11-12
71. Encourages and supports teachers undertaking research projects in the school.	1	2	3	4	5	1	2	3	4	5	13-14
72. Provides leadership in assessing proposals for new programs.	1	2	3	4	5	1	2	3	4	5	15-16

DO YOU HAVE ANY OTHER COMMENTS ABOUT COMPETENCIES RELATED TO THE POSITION OF PRINCIPAL?

THANK YOU for completing this questionnaire. Please return in the enclosed stamped addressed envelope to: Mr. A. D. Geering, Dept. of Educational Administration, University of Nebraska, Lincoln, Nebraska 68588.

APPENDIX "C"

MEAN RATINGS OF IMPORTANCE OF BEHAVIORS AND COMPETENCIES

TABLE 26

COMPARISON OF MEAN RATINGS OF IMPORTANCE OF BEHAVIORS BY PRINCIPALS, CENTRAL OFFICE STAFF AND TEACHERS

Behavior	Mean Rating of Importance[1] Principals (N=14)	Central Office Staff (N=5)	Teachers (N=178)
1. Problem Analysis. Ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation; searching for information with a purpose.	4.21	4.60	4.31
2. Judgment. Skill in identifying educational needs and setting priorities; ability to reach logical conclusions and make high-quality decisions based on available information; ability to critically evaluate written communications.	4.79	4.60	4.49
3. Organizational Ability. Ability to plan, schedule, and control the work of others; skill in using resources in an optimal fashion; ability to deal with a volume of paper work and heavy demands on one's time.	4.43	4.60	4.39
4. Decisiveness. Ability to recognize when a decision is required and to act quickly (without an assessment of the quality of the decision).	4.07	4.60	4.39
5. Leadership. Ability to recognize when a group requires direction, to get others involved in solving problems, to effectively interact with a group, to guide them to the accomplishment of a task.	4.71	4.80	4.64
6. Sensitivity. Ability to perceive the needs, concerns, and personal problems of others; tact in dealing with persons from different backgrounds; skill in resolving conflicts, ability to deal effectively with people concerning emotional issues; knowing what information to communicate and to whom.	4.86	4.80	4.67

TABLE 26 (continued)

Behavior	Mean Rating of Importance[1] Principals (N=14)	Central Office Staff (N=5)	Teachers (N=178)
7. Range of Interests. Competence to discuss a variety of subjects (educational, political, economic, etc.); desire to actively participate in events.	3.79	4.20	3.75
8. Personal Motivation. Showing that work is important to personal satisfaction; a need to achieve in all activities attempted; ability to be self-policing.	4.14	4.80	4.11
9. Educational Values. Possession of well-reasoned educational philosophy; receptiveness to change and new ideas.	4.64	4.60	4.48
10. Stress Tolerance. Ability to perform under pressure and opposition; ability to think on one's feet.	4.64	4.80	4.49
11. Oral Communication Skill. Ability to make a clear oral presentation of ideas and facts.	4.50	4.60	4.44
12. Written Communication Skill. Ability to express ideas clearly in writing; to write appropriately for different audiences--students, teachers, parents, other administrators.	4.36	4.20	4.32

[1]Mean ratings on a scale from 1 (very low) to 5 (very high).

TABLE H-1

COMPARISON OF MEAN RATINGS OF IMPORTANCE OF COMPETENCE BY PRINCIPALS, CENTRAL OFFICE STAFF AND TEACHERS

Competency	Mean Ratings of Importance[1]		
	Principals (N=14)	C. Office Staff (N=5)	Teachers (N=178)
Competency Area 1: Working Relations with the District Office			
1. Works with district office in planning district-wide goals and objectives.	3.63	4.20	4.07
2. Identifies building goals and objectives which are consistent with district goals and objectives.	4.21	4.40	4.08
3. Organizes school staff in order to implement district goals and objectives.	4.43	4.20	4.06
4. Interprets district policies to the instructional and classified staff.	4.43	4.40	3.99
5. Consults with district staff about educational and organizational problems.	4.07	4.40	4.03
6. Reports matters concerning school development to the district office.	4.00	4.60	3.92
Competency Area 2: Financial Management			
7. Provides objective rationale for establishing school budget.	4.00	4.20	4.16
8. Involves staff members in arranging budget requests in priority order and according to the school's goals and objectives.	4.00	4.20	4.35
9. Administers the school budget in accordance with district policies and legal requirements.	4.71	4.40	4.20

TABLE H-1 (continued)

Competency	Mean Ratings of Importance[1] Principals (N=14)	C. Office Staff (N=5)	Teachers (N=178)
10. Allocates money for the educational programs of the school.	4.43	4.60	4.28
11. Supervises the purchase of instructional materials utilizing budget guidelines.	4.50	3.80	4.04
12. Monitors expenditure of funds in various accounts.	4.57	4.20	4.00
Competency Area 3: Community Relations			
13. Demonstrates openness in dealing with community groups.	4.43	4.20	4.30
14. Organizes and maintains effective two-way communication with the community.	4.43	4.60	4.29
15. Reports school achievements and school problems to the community.	4.00	4.20	4.05
16. Seeks to know parents and to interpret the school's program to them.	4.43	4.40	4.34
17. Develops procedures to resolve school-community conflicts.	4.00	4.20	3.11
18. Plans with staff and establishes public relations programs with the community.	4.36	4.20	3.87
Competency Area 4: Student Counseling and Guidance			
19. Is an advocate of the students and communicates with them regarding aspects of their school life.	4.21	4.20	4.32
20. Facilitates the guidance and counseling of students.	4.36	4.20	4.23

TABLE H-1 (continued)

Competency	Mean Ratings of Importance[1] Principals (N=14)	C. Office Staff (N=5)	Teachers (N=178)
21. Ensures that an adequate testing programm for diagnostic and educational purposes is maintained.	4.29	4.00	4.20
22. Plans staff-parent conferences for feedback on the professional evaluation of students.	4.36	4.20	4.30
23. Involves staff in identifying and rewarding worthwhile accomplishments of students.	4.21	4.20	4.14
24. Identifies alternative educational plans for students consistently failing in the regular school program.	4.64	4.40	4.19
Competency Area 5: Student Activities			
25. Reviews student activities and their relationship to school and district objectives.	4.07	4.40	3.88
26. Ensures that co-curricular school activities are scheduled efficiently.	2.50	4.40	3.71
27. Determines and maintains standards for participation in student activities.	3.21	4.40	3.66
28. Encourages staff participation in student activities.	3.36	4.00	3.64
29. Supports the school activities program by active participation and attendance.	3.57	4.00	4.00
30. Ensures that the school activities program is evaluated regularly.	3.50	4.40	3.77

TABLE H-1 (continued)

Competency	Mean Ratings of Importance[1] Principals (N=14)	C. Office Staff (N=5)	Teachers (N=178)
Competency Area 6: Student Control			
31. Identifies and communicates legal rights and responsibilities to parents and teachers.	4.36	4.20	4.09
32. Informs parents and students about legal changes in the school operation.	3.93	4.00	3.89
33. Develops with staff procedures to maintain effective discipline in the school.	4.79	4.20	3.94
34. Develops with staff procedures to account for student attendance.	4.07	4.40	4.50
35. Assigns students to appropriate spaces and time units for instruction.	4.64	4.40	4.08
36. Takes effective action on discipline matters requiring his/her intervention.	4.64	4.20	4.58
Competency Area 7: School Plant			
37. Plans the school's educational program in accordance with the available facilities and equipment.	4.57	4.40	4.17
38. Regularly inspects school plant and grounds personally.	4.29	4.00	3.88
39. Regularly checks the quality of plant maintenance and work performance of maintenance staff.	4.14	4.00	3.80
40. Establishes procedures and techniques for adequate plant security.	4.14	4.00	3.99

TABLE H-1 (continued)

Competency	Mean Ratings of Importance[1] C. Office Principals (N=14)	Staff (N=5)	Teachers (N=178)
41. Evaluates the changing needs for facilities and equipment to accomplish school goals and objectives.	4.00	4.20	4.07
42. Makes recommendations to the district office for the improvement of school facilities.	4.21	4.00	4.11
Competency Area 8: Auxiliary Services			
43. Organizes and coordinates non-instructional services to ensure the accomplishment of instructional goals.	3.86	4.20	3.82
44. Defines, with appropriate staff, the objectives and standards for an effective library/media center.	4.00	4.00	3.90
45. Develops guidelines with the teaching and nursing staff for the health and treatment of injuries and illness of students.	4.07	3.40	3.80
46. Coordinates transportation services making possible regular attendance for students.	3.14	3.40	3.80
47. Coordinates food services to facilitate students' and class schedules.	3.29	3.40	3.83
48. Cares for the safety of students by attempting to eliminate potential hazards at school.	4.79	4.00	4.30
Competency Area 9: Personnel Administration			
49. Determines job descriptions for each position in the school.	3.64	4.00	4.10

TABLE H-1 (continued)

Competency	Mean Ratings of Importance[1] Principals (N=14)	C. Office Staff (N=5)	Teachers (N=178)
50. Follows established dictrict and school procedures for the selection of new staff members.	4.43	4.20	4.17
51. Uses district criteria to make recommendations about tenure or dismissal of staff members.	4.43	4.40	4.10
52. Assigns or reassigns staff to achieve both school goals and goals of individual staff members.	4.29	4.20	4.26
53. Involves staff in decision-making concerning school policies.	4.21	4.20	4.46
54. Uses various methods to evaluate staff performance.	4.57	4.40	4.32
Competency Area 10: Personnel Improvement			
55. Identifies with staff goals and activities for personal and professional development.	4.14	3.60	4.11
56. Encourages professional growth of staff members to meet new and changing needs of the job.	4.36	4.00	4.16
57. Gathers information about teaching practices by using differing methods of assessment.	3.93	3.80	3.91
58. Works with teachers in designing classroom environments conducive to learning.	4.36	4.00	3.88
59. Demonstrates concern and openness in consideration of teachers' problems.	4.29	4.20	4.57
60. Develops and maintains the concept of human worth for teachers.	4.64	4.40	4.69

TABLE H-1 (continued)

Competency	Mean Ratings of Importance[1] Principals (N=14)	C. Office Staff (N=5)	Teachers (N=178)
Competency Area 11: Management of Curricula and Instruction			
61. Involves staff in planning the instructional and curricular programs.	4.36	4.60	4.44
62. Ensures that a class schedule is constructed which maximizes the efficient use of staff and facilities.	4.29	4.40	4.37
63. Works with staff in evaluating the instructional climate in the classrooms.	4.29	4.00	4.17
64. Provides for staff involvement in designing new curricula.	3.79	4.00	4.23
65. Involves staff in determining needs for human and other resources to accomplish curricular objectives.	4.00	4.00	4.25
66. Involves staff in determining the standards and procedures for evaluating progress toward curricular and instructional objectives.	4.07	4.00	4.06
Competency Area 12: Research and Development Techniques--Investigation and Testing of New Techniques, Innovations and Change			
67. Develops long-range educational plans by involving appropriate groups.	4.07	3.80	3.89
68. Utilizes research evidence in planning the school program.	4.14	3.80	3.78
69. Is skilled in research procedures and techniques.	3.57	3.40	3.57

TABLE H-1 (continued)

Competency	Mean Ratings of Importance[1] C. Office Principals (N=14)	Staff (N=5)	Teachers (N=178)
70. Identifies and encourages experimental and creative approaches by staff.	3.64	3.60	4.25
71. Encourages and supports teachers undertaking research projects in the school.	3.43	3.20	4.05
72. Provides leadership in assessing proposals for new programs.	3.93	3.80	4.12

[1]Means calculated by assigning the following scores: very low = 1, low = 2, moderate = 3, high = 4, very high = 5.

APPENDIX "D"

MEAN RATINGS OF PRESENT LEVEL OF BEHAVIOR AND COMPETENCE

TABLE

COMPARISON OF MEAN RATINGS OF PRESENT LEVEL OF BEHAVIOR BY PRINCIPALS, CENTRAL OFFICE STAFF AND TEACHERS

Behavior	Mean Ratings of Present Level[1] Principals (N=14)	C. Office Staff (N=5)	Teachers (N=178)
1. Problem Analysis. Ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation; searching for information with a purpose.	4.00	3.88	3.64
2. Judgment. Skill in identifying educational needs and setting priorities; ability to reach logical conclusions and make high-quality decisions based on available information; ability to critically evaluate written communications.	4.21	3.83	3.61
3. Organizational Ability. Ability to plan, schedule, and control the work of others; skill in using resources in an optimal fashion; ability to deal with a volume of paper work and heavy demands on one's time.	4.07	4.21	3.82
4. Decisiveness. Ability to recognize when a decision is required and to act quickly. (Without an assessment of the quality of the decision.)	4.07	4.00	3.67
5. Leadership. Ability to recognize when a group requires direction, to get others involved in solving problems, to effectively interact with a group, to guide them to the accomplishment of a task.	4.21	3.76	3.42
6. Sensitivity. Ability to perceive the needs, concerns, and personal problems of others; tact in dealing with persons from different backgrounds; skill in resolving conflicts; ability to deal effectively with people concerning emotional issues; knowing what information to communicate and to whom.	4.50	3.86	3.30

TABLE (continued)

Behavior	Mean Ratings of Present Level[1] Principals (N=14)	C. Office Staff (N=5)	Teachers (N=178)
7. Range of Interests. Competence to discuss a variety of subjects (educational, political, economic, etc.); desire to actively participate in events.	3.92	3.92	3.75
8. Personal Motivation. Showing that work is important to personal satisfaction; a need to achieve in all activities attempted; ability to be self-policing.	4.29	4.12	3.88
9. Educational Values. Possession of well-reasoned educational philosophy; receptiveness to change and new ideas.	4.43	4.02	3.82
10. Stress Tolerance. Ability to perform under pressure and opposition; ability to think on one's feet.	4.14	4.14	3.66
11. Oral Communication Skill. Ability to make a clear oral presentation of ideas and facts.	3.92	4.10	3.61
12. Written Communication Skill Ability to express ideas clearly in writing; to write appropriately for different audiences--students, teachers, parents, other administrators.	3.71	4.00	3.83

[1]Mean ratings on a scale from 1 (very low) to 5 (very high).

TABLE

COMPARISON OF MEAN RATINGS OF PRESENT LEVEL OF COMPETENCE BY PRINCIPALS, CENTRAL OFFICE STAFF AND TEACHERS

Competency	Mean Ratings of Present Level[1] Principals (N=14)	C. Office Staff (N=5)	Teachers (N=178)
Competency Area 1: Working Relations with the District Office			
1. Works with district office in planning district-wide goals and objectives.	3.50	3.79	3.98
2. Identifies building goals and objectives which are consistent with district goals and objectives.	3.93	3.74	4.05
3. Organizes school staff in order to implement district goals and objectives.	4.21	3.95	3.85
4. Interprets district policies to the instructional and classified staff.	3.93	3.86	3.76
5. Consults with district staff about educational and organizational problems.	3.57	4.02	3.72
6. Reports matters concerning school development to the district office.	3.64	3.98	3.77
Competency Area 2: Financial Management			
7. Provides objective rationale for establishing school budget.	3.79	4.19	3.84
8. Involves staff members in arranging budget requests in priority order according to the school's goals and objectives.	3.79	4.00	3.84
9. Administers the school budget in accordance with district policies and legal requirements.	4.14	4.21	4.17
10. Allocates money for the educational programs of the school.	4.57	4.19	4.09
11. Supervises the purchase of instructional materials utilizing budget guidelines.	4.36	4.12	4.00

TABLE (continued)

Competency	Mean Ratings of Present Level[1] Principals (N=14)	C. Office Staff (N=5)	Teachers (N=178)
12. Monitors expenditure of funds in various accounts.	4.50	4.14	3.93
Competency Area 3: School-Community Relations.			
13. Demonstrates openness in dealing with community groups.	4.14	3.93	3.88
14. Organizes and maintains effective two-way communication with the community.	4.00	3.83	3.69
15. Reports school achievements and school problems to the community.	3.57	3.79	3.46
16. Seeks to know parents and to interpret the school's program to them.	4.29	4.00	3.90
17. Develops procedures to resolve school-community conflicts.	3.86	3.74	3.46
18. Plans with staff and establishes public relations program with the community.	4.00	3.74	3.17
Competency Area 4: Student Counseling and Guidance			
19. Is an advocate of the students and communicates with them regarding apsects of their school life.	4.21	3.88	3.69
20. Facilitates the guidance and counseling of students.	4.07	3.98	3.44
21. Ensures that an adequate testing program for diagnostic and educational purposes is maintained.	3.93	3.95	3.96
22. Plans staff-parent conferences for feedback on the professional evaluation of students.	4.14	4.02	4.01

TABLE (continued)

Competency	Mean Ratings of Present Level[1] Principals (N=14)	C. Office Staff (N=4)	Teachers (N=178)
23. Involves staff in identifying and rewarding worthwhile accomplishments of students.	3.64	4.12	3.60
24. Identifies alternative educational plans for students consistently failing in the regular school program.	4.14	4.00	3.46
Competency Area 5: Student Activities			
25. Reviews student activities and their relationship to school and district objectives.	4.00	3.95	3.58
26. Ensures that co-curricular school activities are scheduled efficienely.	3.21	3.98	3.78
27. Determines and maintains standards for participation in student activities.	3.14	4.00	3.48
28. Encourages staff participation in student activities.	3.71	3.93	3.74
29. Supports the school activities program by active participation and attendance.	3.86	4.05	3.98
30. Ensures that the school activities program is evaluated regularly.	3.50	4.07	3.34
Competency Area 6: Student Control			
31. Identifies and communicates legal rights and responsibilities to parents and students.	4.21	4.14	3.84
32. Informs parents and students about legal changes in the school operation.	3.79	4.02	3.70
33. Develops with staff procedures to account for student attendance.	4.29	4.24	3.60

TABLE (continued)

Competency	Mean Ratings of Present Level[1] Principals (N=14)	C. Office Staff (N=4)	Teachers (N=178)
34. Develops with staff procedures to maintain effective discipline in the school.	4.50	4.31	3.49
35. Assigns students to appropriate spaces and time units for instruction.	4.50	4.48	3.66
36. Takes effective action on discipline matters requiring his/her intervention.	4.50	4.43	3.78
Competency Area 7: School Plant			
37. Plans the school's educational program in accordance with the available facilities and equipment.	4.57	4.38	4.01
38. Regularly inspects school plant and grounds personally.	4.29	4.02	3.80
39. Regularly checks the quality of plant maintenance and work performance of maintenance staff.	4.07	3.98	3.61
40. Establishes procedures and techniques for adequate plant security.	3.93	3.83	3.74
41. Evaluates the changing needs for facilities and equipment to accomplish school goals and objectives.	3.72	4.05	3.76
42. Makes recommendations to the district office for the improvement of school plant facilities.	4.14	4.26	3.87
Competency Area 8: Auxiliary Services			
43. Organizes and coordinates non-instructional services to ensure the accomplishment of instructional goals.	3.79	4.17	3.55
44. Defines, with appropriate staff, the objectives and standards for an effective library/media center.	3.93	4.00	3.36

TABLE (continued)

Competency	Mean Ratings of Present Level[1] Principals (N=14)	C. Office Staff (N=4)	Teachers (N=178)
45. Develops guidelines with the teaching and nursing staff for the health and treatment of injuries and illness of students.	3.86	3.88	3.52
46. Coordinates transportation services making possible regular attendance for students.	3.29	3.83	3.77
47. Coordinates food services to facilitate students' and class schedules.	3.29	3.79	3.74
48. Cares for the safety of students by attempting to eliminate potential hazards at school.	4.50	4.26	4.14
Competency Area 9: Personnel Administration			
49. Determines job descriptions for each position in the school.	3.36	3.79	3.53
50. Follows established district and school procedures for the selection of new staff members.	4.36	4.24	4.05
51. Uses district criteria to make recommendations about tenure or dismissal of staff members.	4.21	4.21	3.88
52. Assigns or reassigns staff to achieve both school goals and goals of individual staff members.	4.21	4.21	3.78
53. Involves staff in decision making concerning school policies.	4.00	4.12	3.34
54. Uses various methods to evaluate staff performance.	4.14	4.14	3.27
55. Identifies with staff goals and activities for personal and professional development.	3.36	3.79	3.27

TABLE (continued)

Competency	Mean Ratings of Present Level[1] Principals (N=14)	C. Office Staff (N=4)	Teachers (N=178)
56. Encourages professional growth of staff members to meet new and changing needs of the job.	3.93	3.93	3.33
57. Gathers information about teaching practices by using differing methods of assessment.	3.71	3.60	3.17
58. Works with teachers in designing classroom environments conducive to learning.	3.86	3.83	2.90
59. Demonstrates concern and openness in the consideration of teachers' problems.	4.57	3.91	3.46
60. Develops and maintains the concept of human worth for teachers.	4.64	4.07	3.51
Competency Area 11: Management of Curricula and Instruction			
61. Involves staff in planning the instructional and curricular programs.	4.21	4.19	3.72
62. Ensures that a class schedule is constructed which maximizes the efficient use of staff and facilities.	4.21	4.41	3.93
63. Works with staff in evaluating the instructional climate in the classrooms.	4.00	3.93	3.28
64. Provides for staff involvement in designing new curricula.	3.57	4.02	3.68
65. Involves staff in determining needs for human and other resources to accomplish curricular objectives.	3.64	4.00	3.48
66. Involves staff in determining the standards and procedures for evaluating progress toward curricular and instructional objectives.	3.71	3.98	3.48

TABLE (continued)

Competency	Mean Ratings of Present Level[1]		
	Principals (N=14)	C. Office Staff (N=4)	Teachers (N=178)
Competency Area 12: Research and Development Techniques--Investigation and Testing of New Techniques, Innovations and Change			
67. Develops long-range educational plans by involving appropriate groups.	3.14	3.64	3.33
68. Utilizes research evidence in planning the school program.	3.50	3.26	3.28
69. Is skilled in research procedures and techniques.	3.07	2.98	3.25
70. Identifies and encourages experimental and creative approaches by staff.	3.36	3.43	3.62
71. Encourages and supports teachers undertaking research projects in the school.	3.50	3.26	3.67
72. Provides leadership in assessing proposals for new programs.	3.79	3.19	3.57

[1]Mean ratings on a scale from 1 (very low) to 5 (very high).

APPENDIX "E"

DISCREPANCY SCORES FOR BEHAVIORS AND COMPETENCIES

TABLE 67

RANKS AND DISCREPANCY SCORES FOR PRINCIPALS, CENTRAL OFFICE STAFF AND TEACHERS

Behavior	Mean Discrepancy Score*					
	Principals (N=14)		C. Office Staff (N=5)		Teachers (N=178)	
	Score	Rank	Score	Rank	Score	Rank
1. Problem Analysis. Ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation; searching for information with a purpose.	0.21	8	0.72	4	0.67	7
2. Judgment. Skill in identifying educational needs and setting priorities; ability to reach logical conclusions and make high-quality decisions based on available information; ability to critically evaluate written communications.	0.58	2	0.77	3	0.88	3
3. Organizational Ability. Ability to plan, schedule, and control the work of others; skill in using resources in an optimal fashion; ability to deal with a volume of paper work and heavy demands on one's time.	0.36	6	0.39	10	0.57	9
4. Decisiveness. Ability to recognize when a decision is required and to act quickly. (Without an assessment of the quality of the decision.)	0.00	10	0.60	7	0.72	6
5. Leadership. Ability to recognize when a group requires direction, to get others involved in solving problems, to effectively interact with a group, to guide them to the accomplishment of a task.	0.50	4	1.04	1	1.22	2

TABLE 67 (continued)

Behavior	Mean Discrepancy Score*					
	Principals (N=14)		C. Office Staff (N=5)		Teachers (N=178)	
	Score	Rank	Score	Rank	Score	Rank
6. Sensitivity. Ability to perceive the needs, concerns, and personal problems of others; tact in dealing with persons from different backgrounds; skill in resolving conflicts; ability to deal effectively with people concerning emotional issues; knowing what information to communicate and to whom.	0.36	6	0.94	2	1.37	1
7. Range of Interests. Competence to discuss a variety of subjects (educational, political, economic, etc.); desire to actively participate in events.	-0.13	11	0.28	11	0.00	12
8. Personal Motivation. Showing that work is important to personal satisfaction; a need to achieve in all activities attempted; ability to be self-policing.	-0.15	12	0.68	5	0.23	11
9. Educational Values. Possession of well-reasoned educational philosophy; receptiveness to change and new ideas.	0.21	8	0.58	8	0.66	8
10. Stress Tolerance. Ability to perform under pressure and opposition; ability to think on one's feet.	0.50	4	0.66	6	0.83	4
11. Oral Communication Skill. Ability to make a clear oral presentation of ideas and facts.	0.58	2	0.50	9	0.83	4

TABLE 67 (continued)

Behavior	Mean Discrepancy Score*					
	A. Principals (N=14)		C. Office Staff (N=5)		Teachers (N=178)	
	Score	Rank	Score	Rank	Score	Rank
12. Written Communication Skill Ability to express ideas clearly in writing; to write appropriately for different audiences—students, teachers, parents, other administrators.	0.65	1	0.20	12	0.49	10

*Discrepancy scores are differences between ratings of importance and ratings of present level of behavior, with each rating on a scale from 1 (very low) to 5 (very high).

TABLE 68

DISCREPANCY SCORES OF COMPETENCIES FOR PRINCIPALS, CENTRAL OFFICE STAFF AND TEACHERS

Competency	Mean Discrepancy Score*					
	Principals (N=14)		C. Office Staff (N=5)		Teachers (N=178)	
	Score	Rank	Score	Rank	Score	Rank
Competency Area 1: Working Relations with the District Office						
1. Works with district office in planning district-wide goals and objectives.	0.43	12	0.41	12	0.09	62
2. Identifies building goals and objectives which are consistent with district goals and objectives.	0.28	26	0.66	2	0.03	67
3. Organizes school staff in order to implement district goals and objectives.	0.22	30	0.25	26	0.21	53
4. Interprets district policies to the instructional and classified staff.	0.50	6	0.54	5	0.23	50
5. Consults with district staff about educational and organizational problems.	0.50	6	0.38	19	0.31	41
6. Reports matters concerning school development to the district office.	0.36	17	0.62	3	0.15	60
Competency Area 2: Financial Management						
7. Provides objective rationale for establishing school budget.	0.21	34	0.01	53	0.32	39
8. Involves staff members in arranging budget requests in priority order according to the school's goals and objectives.	0.21	34	0.20	29	0.51	29

TABLE 68 (continued)

Competency	Mean Discrepancy Score*					
	Principals (N=14)		C. Office Staff (N=5)		Teachers (N=178)	
	Score	Rank	Score	Rank	Score	Rank
9. Administers the school budget in accordance with district policies and legal requirements.	0.57	4	0.19	31	0.03	67
10. Allocates money for the educational programs of the school.	-0.14	66	0.41	12	0.19	54
11. Supervises the purchase of instructional materials utilizing budget guidelines.	0.14	42	-0.32	69	0.04	66
12. Monitors expenditure of funds in various accounts.	0.07	51	0.06	45	0.07	65
Competency Area 3: School-Community Relations						
13. Demonstrates openness in dealing with community groups.	0.29	22	0.27	24	0.42	35
14. Organizes and maintains effective two-way communication with the community.	0.43	12	0.77	1	0.60	20
15. Reports school achievements and school problems to the community.	0.43	12	0.41	12	0.59	22
16. Seeks to know parents and to interpret the school's program to them.	0.14	42	0.40	16	0.44	32
17. Develops procedures to resolve school-community conflicts.	0.14	42	0.46	7	0.65	17
18. Plans with staff and establishes public relations programs with the community.	0.36	17	0.46	7	0.60	20

TABLE 68 (continued)

Competency	Mean Discrepancy Score* Principals (N=14) Score	Rank	C. Office Staff (N=5) Score	Rank	Teachers (N=178) Score	Rank
Competency Area 4: Student Counseling and Guidance						
19. Is an advocate of the students and communicates with them regarding aspects of their school life.	0.00	59	0.32	22	0.63	18
20. Facilitates the guidance and counseling of students.	0.29	22	0.22	27	0.79	12
21. Ensures that an adequate testing program for diagnostic and educational purposes is maintained.	0.36	17	0.05	47	0.24	49
22. Plans staff-parent conferences for feedback on the professional evaluation of students.	0.22	30	0.18	33	0.29	44
23. Involves staff in identifying and rewarding worthwhile accomplishments of students.	0.57	4	0.08	40	0.54	27
24. Identifies alternative educational plans for students consistently failing in the regular school program.	0.50	6	0.40	16	0.73	15
Competency Area 5: Student Activities						
25. Reviews student activities and their relationship to school and district objectives.	0.07	51	0.45	9	0.30	43
26. Ensures that co-curricular school activities are scheduled efficiently.	-0.71	72	0.42	10	-0.07	71
27. Determines and maintains standards for participation in student activities.	0.07	51	0.40	16	0.18	57

TABLE 68 (continued)

Competency	Mean Discrepancy Score* Principals (N=14) Score	Rank	C. Office Staff (N=5) Score	Rank	Teachers (N=178) Score	Rank
28. Encourages staff participation in student activities.	-0.35	70	0.07	42	0.10	63
29. Supports the school activities program by active participation and attendance.	-0.29	69	0.05	47	0.02	70
30. Ensures that the school activities program is evaluated regularly.	0.00	59	0.33	20	0.43	34
Competency Area 6: Student Control						
31. Identifies and communicates legal rights and responsibilities to parents and students.	0.15	40	0.06	45	0.25	47
32. Informs parents and students about legal changes in the school operation.	0.14	42	-0.02	58	0.19	54
33. Develops with staff procedures to account for student attendance.	0.50	6	-0.04	61	0.34	38
34. Develops with staff procedures to maintain effective discipline in the school.	-0.43	71	0.09	39	1.01	6
35. Assigns students to appropriate spaces and time units for instruction.	0.14	42	-0.08	64	0.42	35
36. Takes effective action on discipline matters requiring his/her intervention.	0.14	42	-0.23	66	0.80	11

TABLE 68 (continued)

Competency	Mean Discrepancy Score* Principals (N=14) Score	Rank	C. Office Staff (N=5) Score	Rank	Teachers (N=178) Score	Rank
Competency Area 7: School Plant						
37. Plans the school's educational program in accordance with the available facilities and equipment.	0.00	59	0.02	50	0.16	58
38. Regularly inspects school plant and grounds personally.	0.00	59	-0.02	58	0.08	64
39. Regularly checks the quality of plant maintenance and work performance of maintenance staff.	0.07	51	0.02	50	0.19	54
40. Establishes procedures and techniques for adequate plant security.	0.21	34	0.17	34	0.54	47
41. Evaluates the changing needs for facilities and equipment to accomplish school goals and objectives.	0.28	26	0.15	37	0.31	41
42. Makes recommendations to the district office for the improvement of school plant facilities.	0.07	51	-0.26	67	0.22	51
Competency Area 8: Auxiliary Services						
43. Organizes and coordinates non-instructional services to ensure the accomplishment of instructional goals.	0.07	51	0.03	49	0.27	46
44. Defines, with appropriate staff, the objectives and standards for an effective library/media center.	0.07	51	0.00	54	0.54	27

TABLE 68 (continued)

Competency	Mean Discrepancy Score*					
	Principals (N=14)		C. Office Staff (N=5)		Teachers (N=178)	
	Score	Rank	Score	Rank	Score	Rank
45. Develops guidelines with the teaching and nursing staff for the health and treatment of injuries and illness of students.	0.21	34	-0.48	72	0.28	45
46. Coordinates transportation services making possible regular attendance for students.	-0.15	67	-0.43	71	0.03	67
47. Coordinates food services to facilitate students' and class schedules.	0.00	59	-0.39	70	0.09	62
48. Cares for the safety of students by attempting to eliminate potential hazards at school.	0.29	22	-0.26	67	0.16	58
Competency Area 9: Personnel Administration						
49. Determines job descriptions for each position in the school.	0.28	26	0.21	28	1.07	4
50. Follows established district and school procedures for the selection of new staff members.	0.07	51	-0.04	61	0.12	61
51. Uses district criteria to make recommendations about tenure or dismissal of staff members.	0.22	30	0.19	31	0.22	51
52. Assigns or reassigns staff to achieve both school goals and goals of individual staff members.	0.08	49	-0.01	56	0.48	31
53. Involves staff in decision making concerning school policies.	0.21	34	0.08	40	1.12	2

TABLE 68 (continued)

Competency	Mean Discrepancy Score*					
	A. Principals (N=14)		C. Office Staff (N=5)		B. Teachers (N=178)	
	Score	Rank	Score	Rank	Score	Rank
54. Uses various methods to evaluate staff performance.	0.43	12	0.26	25	1.05	5
Competency Area 10: Personnel Improvement						
55. Identifies with staff goals and activities for personal and professional development.	0.78	2	-0.19	65	0.84	9
56. Encourages professional growth of staff members to meet new and changing needs of the job.	0.43	12	0.07	42	0.83	10
57. Gathers information about teaching practices by using differing methods of assessment.	0.22	30	0.20	29	0.74	14
58. Works with teachers in designing classroom environments conducive to learning.	0.50	6	0.17	34	0.98	7
59. Demonstrates concern and openness in the consideration of teachers' problems.	-0.28	68	0.29	23	1.11	3
60. Develops and maintains the concept of human worth for teachers.	0.00	59	0.33	20	1.18	1
Competency Area 11: Management of Curricula and Instruction						
61. Involves staff in planning the instructional and curricular programs.	0.15	40	0.41	12	0.72	16
62. Ensures that a class schedule is constructed which maximizes the efficient use of staff and facilities.	0.08	49	-0.01	56	0.44	32

TABLE 68 (continued)

Competency	Mean Discrepancy Score*					
	Principals (N=14)		C. Office Staff (N=5)		Teachers (N=178)	
	Score	Rank	Score	Rank	Score	Rank
63. Works with staff in evaluating the instructional climate in the classrooms.	0.29	22	0.07	42	0.89	8
64. Provides for staff involvement in designing new curricula.	0.21	34	-0.02	58	0.57	24
65. Involves staff in determining needs for human and other resources to accomplish curricular objectives.	0.36	17	0.00	54	0.77	13
66. Involves staff in determining the standards and procedures for evaluating progress toward curricular and instructional objectives.	0.36	17	0.02	50	0.58	23
Competency Area 12: Research and Development Techniques--Investigation and Testing of New Techniques, Innovations and Change						
67. Develops long-range educational plans by involving appropriate groups.	0.93	1	0.14	38	0.56	25
68. Utilizes research evidence in planning the school program.	0.64	3	0.54	5	0.50	30
69. Is skilled in research procedures and techniques.	0.50	6	0.42	10	0.32	34
70. Identifies and encourages experimental and creative approaches by staff.	0.28	26	0.17	34	0.63	18

TABLE 68 (continued)

Competency	Mean Discrepancy Score: Principals (N=14) Score	Rank	C. Office Staff (N=5) Score	Rank	Teachers (N=178) Score	Rank
71. Encourages and supports teachers undertaking research projects in the school.	-0.07	65	-0.06	63	0.38	37
72. Provides leadership in assessing proposals for new programs.	0.14	42	0.61	4	0.55	26

*Discrepancy scores are differences between ratings of importance and ratings of present level of competence with each rating on a scale from 1 (very low) to 5 (very high).

APPENDIX "F"

DISCREPANCY SCORES FOR COMPETENCY AREAS

TABLE 70

MEANS AND RANKS OF DISCREPANCY SCORES IN COMPETENCY AREAS

Competency Area	Principals		C. Office Staff		Teachers	
	Mean	Rank	Mean	Rank	Mean	Rank
1. Working Relations with District Office	0.38	2	0.48	1	0.17	11
2. Financial Management	0.18	8	0.09	8	0.19	10
3. School-Community Relations	0.30	4	0.46	2	0.55	4
4. Student Counseling and Guidance	0.32	3	0.21	5	0.54	5
5. Student Activities	-0.20	12	0.29	4	0.13	12
6. Student Control	0.11	9	0.04	10	0.50	6
7. School Plant	0.11	9	0.01	11	0.20	9
8. Auxiliary Services	0.08	11	-0.26	12	0.23	8
9. Personnel Administration	0.22	7	0.12	7	0.68	2
10. Personnel Improvement	0.28	5	0.15	6	0.95	1
11. Curricula and Instruction	0.24	6	0.08	9	0.66	3
12. Research and Development Techniques	0.40	1	0.30	3	0.49	7